DOCUMENT RESUME

ED 202 104 EA 013 543

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TITLE The Perceptions of Selected Texas Public School Superintendents Toward the Position of Assistant Superintendent of Instruction.
INSTITUTION East Texas School Study Council, Commerce.
PUB DATE Jan 80
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; *Administrator Role; Certification; Elementary Secondary Education; Instruction; *Job Analysis; Occupational Information; *Superintendents
IDENTIFIERS Texas

ABSTRACT

A random selection of superintendents in Texas school districts with student populations of 500 to 50,000 was surveyed and a search made of the literature to determine the desired characteristics of those in the role of assistant superintendent of instruction. The information collected showed preferences concerning the field of specialization, administrative experience, teaching experience, academic preparation, and age of those administering the instructional program. Other aspects of the position considered were the position title, the level of authority, the need for certification and training of those in the position, the major duties and responsibilities of the position, the stability of the position, and the apportionment of time to different aspects of the job. In addition to the characteristics revealed in the survey, the study led to recommendations that a training curriculum be established, that certain qualifications be set, that the assistant superintendent of instruction serve in a line capacity, that the position emphasize curriculum and supervision, and that a uniform job description be established. Recommendations for further study are also included. (Author/PGD)

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The Perceptions of Selected Texas Public School Superintendents Toward The Position Of Assistant Superintendent Of Instruction

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by

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EA 013 543

East Texas School Study Council
January, 1980

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Chapter 1

Introduction

It is imperative for the superintendent to know the task performed by each member of his team. Knezevich (1975:356) revealed that an important area of concern for students of educational administration is research in the area of organization and operation of the central office. He believed "differentiation may be made through an analysis of the roles to be performed."

Marchak (1970:2) stated, "in the fact of diversity and complexity of the educational enterprise, school people are turning to the specialist in instruction." The author also indicated the trend toward educational improvement has been accompanied by a rapid advancement in the specialization of educational staff positions.

Chase (1952:1) reported that more than 35 percent of the superintendents in a national study revealed their greatest need for an assistant was in the area of improving instruction. He further stated that the role of the specialist in instruction had not been clearly defined. This indicates a certain degree of confusion concerning the role of the instructional leader as perceived by school personnel.

As Shafer and Mackenzie (1965:65) pointed out, "clarity of role definition within any specific organization is important for the effective and efficient operation of that unit." The authors further indicated that clarification of role assignments tends to establish a distinct organizational advantage.

The American Association of School Administrators (1971:48) indicated that the most frequently delegated functions are in the area of instruction. Since most superintendents are more comfortable with business matters, the American Association of School Administrators (1971:360) stated, "instruction will always be a central focus in the formation of the administrative team."

Campbell, Cunningham, and Nystrand (1975:217) believed: "The superintendent has great influence in defining job expectations, and in clarifying the assignments made to such personnel after they join the organization." According to Burnham and King (1961:40), "the superintendent who has a definite function to perform in instructional leadership should take appropriate steps to clarify the roles of all administrative personnel."

In another study, Briner (1960:3) reported:

> Implications are that many superintendents have given little or no attention to "how" or "why" they selected one candidate over another. It appears that a stereotypic image of the ideal subordinate administrator plays an important role in determining their selections.

In a similar investigation, Neagley and Evans (1965:56) stressed that the superintendent will usually delegate the major responsibility of instructional improvement to the assistant superintendent of instruction. In view of this, the authors disclosed, "the development, coordination, and improvement of the instructional program is one of the most important tasks of the assistant superintendent."

Benford (1969:22) agreed that the superintendent could do a better job if he were not tied down with details that the assistant superintendent could just as easily handle. Benford (1969:2) also disclosed:

> The apparent need for providing more adequate and efficient means of administering the schools by establishing the position of assistant superintendent has implications for educators, graduate students in training, school boards, and the general public.

Statement of the Problem

The problem of this study was to determine the perceptions of selected public school superintendents toward the position of assistant superintendent of instruction. This study was accomplished through a survey consisting of thirty-two research questions designed to establish the administrative profile and duties for the position. A review of the literature has revealed that little knowledge exists concerning the duties, training, responsibilities, and areas of service for the assistant superintendent of instruction. Therefore, a comprehensive analysis of the position should be of value to the superintendent when delegating duties to administer the affairs of the school district.

Purpose of the Study

The purpose of this study was to determine the perceptions of selected Texas public school superintendents toward the position of assistant superintendent of instruction. The objectives of this study were achieved by the investigation of the following research questions:

Questions To Be Answered

1. What field of specialization would be best for the assistant superintendent of instruction?
2. How many years of public school administration experience would be best for the assistant superintendent of instruction?
3. How many years of classroom teaching experience should the assistant superintendent of instruction have for employment?
4. What academic degree is best for the assistant superintendent of instruction?
5. What is the most appropriate title for the assistant superintendent of instruction?
6. What is the best age range for the assistant superintendent of instruction?
7. What authority level is best for the assistant superintendent of instruction?
8. What type of certification is best for the assistant superintendent of instruction?
9. What is the major area of work for the assistant superintendent of instruction?
10. How permanent is the position for the assistant superintendent of instruction?
11. What percentage of time would be best for the assistant superintendent of instruction to contribute to supervision?
12. What percentage of time would be best for the assistant superintendent of instruction to spend on curriculum?
13. What percentage of time would be best for the assistant superintendent of instruction to spend on textbooks?
14. What percentage of time would be best for the assistant superintendent tf instruction to spend on personnel guidance?
15. What percentage of time would be best for the assistant superintendent of instruction to spend on federal programs?
16. What percentage of time would be best for the assistant superintendent of instruction to spend on staff development?
17. What percentage of time would be best for the assistant superintendent of instruction to spend on public relations?
18. What percentage of time would be best for the assistant superintendent of instruction to spend on budget allocations?

19. How important is it for the assistant superintendent of instruction to coordinate federal programs?
20. How important is it for the assistant superintendent of instruction to evaluate professional personnel?
21. How important is it for the assistant superintendent of instruction to coordinate in-service activities for the district?
22. How important is it for the assistant superintendent of instruction to coordinate the adult education program?
23. How important is it for the assistant superintendent of instruction to direct personnel guidance activities?
24. How important is it for the assistant superintendent of instruction to coordinate the textbook services in the school district?
25. How important is it for the assistant superintendent of instruction to coordinate the health and safety program for the school district?
26. How important is it for the assistant superintendent of instruction to direct the development of the school calendar?
27. How important is it for the assistant superintendent of instruction to direct the development of the school board policy and faculty handbooks?
28. How important is it for the assistant superintendent of instruction to direct the instructional needs assessment program for the school district?
29. How important is it for the assistant superintendent of instruction to direct the improvement of instructional facilities?
30. How important is it for the assistant superintendent of instruction to coordinate the activities between the school district and institutions of higher learning?
31. How important is it for the assistant superintendent of instruction to represent the school district in the absence of the superintendent?
32. How important is it for the assistant superintendent of instruction to secure funds for the instructional services?

Definitions of Terms

Assistant Superintendent of Instruction: This person is a member of the administrative team who is in a line or staff relationship within the organizational structure and has the primary responsibility for developing the instructional program.

Average Daily Attendance (ADA): ADA is the actual gross average daily attendance figure submitted by each school district, rounded to the nearest fraction. There are five distinct classes of schools in this study based upon the average daily attendance. These classes are as follows:

1. Group II school districts—districts with an ADA of 10,000 to 49,000 students.
2. Group III school districts—districts with an ADA of 5,000 to 9,999 students.
3. Group IV school districts—districts with an ADA of 1,500 to 4,999 students.
4. Group V school districts—districts with an ADA of 1,000 to 1,499 students.
5. Group VI school districts—districts with an ADA of 500 to 999 students.

East Texas School Study Council: The East Texas School Study Council (ETSSC) is a cooperative organization of seventy public school districts in Northeast Texas. The purpose of the ETSSC is to promote the improvement of education through research, information sharing, educational meetings, and publications. Council activities are approved by a board of directors, and funds are distributed through the cooperation of East Texas State University. The ETSSC serves approximately thirteen thousand teachers and administrators in both large and small school districts.

Profile: A profile is a representative sketch of the various characteristics and current practices pertaining to a particular position.

Delimitations

This study was limited to ascertaining the perceptions of selected Texas public school superintendents toward the position of assistant superintendent of instruction. The local superintendents serving in districts with an average daily attendance of at least five hundred students were the subjects of this study. The listings of the members which appeared in the *Texas School Directory, 1978-79* were the primary source for acquiring names of the superintendents who were the subjects of the study.

The study was limited to 50 percent of the superintendents who represented the school districts surveyed in each of the five scholastic groups. The participants of this study were selected by random sample from a table of random numbers. The population for this study included those schools contained in Groups II, III, IV, V, and VI of the *Annual Statistical Report* published by the Texas Education Agency. Approximately 17 percent of the superintendents surveyed were members of the East Texas School Study Council.

Assumptions

These assumptions were an integral part of this study:

1. Most schools have an assistant superintendent of instruction or an administrator in charge of the position.
2. The superintendents possess perceptions toward the position of assistant superintendent of instruction.
3. There are no standardized criteria for the position in schools specified in this study.

Significance of the Study

The assistant superintendent of instruction is a complex position and requires a variety of qualifications for specific responsibilities. The criteria used by superintendents of Texas public schools in determining the qualifications and duties for the position are a matter of concern in the field of education.

This research attempted to ascertain what selected Texas public school superintendents perceived to be the most important criteria for the position of assistant superintendent of instruction. The study also provides a representative indication of the various duties performed through the position. A thorough search of *Dissertation Abstracts*, Educational Research Information Center, *Education Index to Journals in Education*, and the Lockheed Research failed to reveal similar research conducted during the past ten years.

Procedure

A questionnaire was designed to elicit responses from selected Texas public school superintendents concerning the position of assistant superintendent of instruction. The statements and questions within the instrument minimized the possibility of first-hand experiences being a factor in the response to any particular team.

The instrument was constructed from suggestions made in the literature and reviewed by a validation committee consisting of the following:

1. Dr. Keith Bearden, Assistant Superintendent of Instruction, Greenville Independent School District, Greenville, Texas;
2. Dr. Jim Boyd, Former Assistant Superintendent of Instruction, Fredricksburg Independent School District, Fredricksburg, Texas;

3. Mr. Dan Durham, Assistant Superintendent of Curriculum, Sulphur Springs Independent School District, Sulphur Springs, Texas;

4. Mrs. Genevieve Mandina, Assistant Superintendent of Instruction, Commerce Independent School District, Commerce, Texas.

Each of the four members returned the questionnaire and indicated changes pertaining to its improvement. The following superintendents were also asked to respond to the questionnaire and to suggest improvements:

1. Mr. Joe Campbell, Superintendent, Bonham Independent School District, Bonham, Texas;

2. Mr. Gene Whitsell, Superintendent, Clarksville Independent School District, Clarksville, Texas.

The survey instrument was structured in two parts. Part I of the instrument consisted of eighteen questions designed to establish a distinct profile for the position. Part II of the instrument contained fourteen questions representative of the administrative duties performed by the assistant superintendent of instruction. The superintendents were asked to respond to eighteen multiple choice questions in Part I by placing a circle around the item which best described their perception of the question. In Part II, the superintendents were asked to indicate the importance of each duty by responding to a five-point scale. *A* was designed as the very important response, and *E* was no importance. The 297 respondents comprising the sample were selected from a table of random numbers. A total of 332 questionnaires was mailed before the specified 50 percent was received in each of the five groups. The random sample was maintained by mailing the questionnaire to the next superintendent on the list of random numbers. The superintendents comprising the sample were contained in their five groups for the purpose of data analysis.

Organization of the Remainder of the Study

Chapter 2 provides a review of the literature relevant to the study. Chapter 3 discusses the methodology and procedures, and Chapter 4 presents the findings of the study. Findings, conclusions, recommendations, and recommendations for further study resulting from the study are found in Chapter 5.

Chapter 2

Review of the Literature

There is value in investigating the functions of various positions within an organization. Burnham and King (1961:39) reported:

> Accompanying the establishment of many new supervisory positions has been an increase in the efforts of individuals and groups to study supervisory roles in order more clearly to define them. State supervisors associations, state units of the Association for Supervision and Curriculum Development, doctoral students, and school administrators have employed a variety of research techniques to collect data about the "role" of the supervisor, the consultant, the curriculum coordinator, and the director of instruction.

However, Burnham and King (1961:39) further stated, "any practical description of the supervisory role must be developed in relation to the roles of the other persons concerned with the instructional program of the school." This alludes to the fact that the superintendent has the final responsibility, although he will delegate to the assistant superintendent in charge of instruction the major responsibility and authority for the improvement of instruction (Neagley and Evans, 1965:56).

The primary function of the assistant superintendent of instruction is often viewed differently by educators. Neagley and Evans (1965:76) concluded:

> The assistant superintendent for instruction should be made responsible to the chief official for the character and quality of the total instructional program in the school district. It should be his responsibility to provide the quality of leadership for a team of teachers-principals-supervisors and other special resource persons that will result in a superior instructional program.

Profile

Babcock (1965:64) stressed examination of the roles and functions of all educational personnel to release their full potential. In support of these results, Knezevich (1975:356) related that it was important for the superintendent to know the special qualities needed by the administrative team. He maintained that this knowledge would provide a more productive educational organization.

Field of Specialization

There are several areas that must be included in an instructional leader's specialization. According to Swearingen (1962:194), there is a need for work in every phase of education, especially administration and supervision. The author also stressed the importance of curriculum development, human development, and community relations. Fensch and Wilson (1964:136-137) maintained that the assistant superintendent of instruction should have specific preparation in educational administration, curriculum, and supervision. These authors also mentioned special education, vocational education, and adult education as important areas of study for the position. Neagley and Evans (1970:93) stated the need for courses in educational administration and supervision. They also reinforced the necessity for graduate work in curriculum and curriculum theory.

Administrative Experience

Baldwin (1955:50) commented on the importance of educational experience for the position. He admitted that experience should be taken into account when hiring an assistant superintendent. The American Association of School Administrators

(1971:39) specified, "a heavy emphasis in school administration with administrative experience below the rank of assistant superintendent." Abbott (1965:34) found that more assistant superintendents of instruction had experience as elementary principals or assistant principals. Neagley and Evans (1970:93) reported, "five or more years of administrative experience should be obtained by those seeking the position."

Teaching Experience

According to Briner (1960:3), superintendents tend to view the ideal subordinate as one who has taught at least two years. He also mentioned that the instructional leader gains understanding of the educational process through classroom teaching experience. Swearingen (1962:186) stated, "obviously the experience of classroom teaching is needed by those who become instructional leaders."

In support of these results, Dean (1965:19) believed that both elementary and secondary experience is helpful. The concept of both elementary and secondary teaching experience received additional support from Neagley and Evans (1965:80). They maintained that teaching experience on both levels is a desirable prerequisite to assuming administrative responsibilities. In fact, the authors agreed on three years of teaching experience in order to qualify for the position of assistant superintendent of instruction. The American Association of School Administrators (1971:45) revealed, "preferably the assistant superintendent for instruction should have demonstrated that he was a successful and effective classroom teacher." The report recognized the importance of teaching experience over advanced degrees.

Academic Preparation

According to prior studies, most superintendents tend to prefer instructional leaders with above average grades. Briner (1960:2) further indicated:

> The ideal subordinate's academic training includes a broad liberal arts undergraduate background and an extensive exposure to the sociological, psychological, biological, and philosophical foundations of education.

The primary qualification in most states is a master's degree in school administration, according to the American Association of School Administrators (1971:39-45). Expanding on this area of study, the report continued by indicating that most graduate programs were for the purpose of developing general administrators, and the assistant superintendent of instruction had very few programs designed for his development. In another study, Carter (1969:29) maintained:

1. Most assistant superintendents have over six years of academic and/or technical training;
2. Over 1/3 of the assistant superintendents have doctoral degrees;
3. More than 1/2 of the assistant superintendents have graduate study majors in school administration;
4. Over 1/5 have majors in liberal arts areas.

Title for the Position

Titles have the tendency to imply responsibility in certain areas. Burnham and King (1961:48) stipulated that titles such as Director of Secondary and Elementary Education, and Director of Instruction imply some overall responsibility toward instructional improvement. According to the authors, "the director of instruction in many school systems performs the same function as assistant superintendents in other systems." The writers also revealed that the titles for supervisory personnel are becoming more descriptive of the functions performed and are compatible with certain working relationships.

The American Association of School Administrators (1971:50) found the instructional leader being referred to as assistant, associate, or deputy superintendent. "He may even have the title Director of Instruction," according to the report. The report identified the title for the instructional leader as having a definite significance.

> Regardless of his title, he is looked to as the member of the team who will help formulate instructional goals, provide instructional services, and see that the job of teaching is effectively carried out.

The report also indicated that the title did not necessarily reflect the particular function performed.

Tuttle (1966:38-40) concluded there was no consistent pattern in the titles of assistant superintendents of instruction. The superintendent usually assigned the title according to his preference of a particular function. He did state, "the title of the first assistant listed more times by superintendents than any other was assistant superintendent in charge of instruction." Carter (1969:28) wrote, "there is little similarity among specific titles of assistant superintendents." The writer also explained that duties and responsibilities varied greatly even though the positions with similar titles were grouped into a general classification. Carter's study indicated the title fails to provide any similarity among the duties and responsibilities for the assistant superintendent of instruction.

Age Range

Briner (1960:2) stated, "the ideal subordinate was between thirty and forty years of age." Most of the assistant superintendents in Carter's study (1969:28) were over fifty years of age. In a similar study, Abbott (1965:34) revealed the average age of assistants to be between forty-five and fifty years. Baldwin (1955:49-50) believed:

> The age of the applicant is another factor when superintendents and school board members are considering a candidate for an assistant superintendency. He should be between 35-52 years of age so districts can look forward to a number of years of service from the assistant superintendent.

Levels of Authority

Burnham and King (1961:45) stressed that supervisors in staff positions are in an ideal position to develop a democratic relationship with all members of the professional staff. Effective staff relations are important for successful supervision. Briner (1960:2) stated, "the ideal subordinate possesses the ability to get along with and work with people."

Since the supervision of instruction is an instructional activity which normally encompasses a portion of the assistant superintendent's time and responsibility, then line or staff authority should be determined. Neagley and Evans (1965:13) revealed the assistant superintendent of instruction is generally a line officer in the organizational structure of the school district. They also indicated, "the line relationship is not over-emphasized." Some schools include the assistant superintendent of instruction in a line capacity with the chief administrator. This was confirmed by the American Association of School Administrators (1971:49), which stated:

> In some school systems, the assistant superintendent for instruction is in a line relationship with the superintendent. In such an organizational structure, he has the responsibility for developing programs and the administrative duty and authority to see that they are carried out.

In a similar investigation, Papillion (1967:67) found, "the curriculum director should have the authority to hire, fire, and supervise." The National Education Association (1961) explained the trend toward vertical organization as being due to scientific management. According to the report, this has meant, "an increase in the number of assistant superintendents for personnel, business, and instruction." The position of assistant superintendent of instruction has apparently met the instructional needs by providing a more adequate and efficient means of administering the schools, according to Benford (1969:2).

Certification

Generally the requirements specified for the assistant superintendent of instruction have indicated successful experience in administration and teaching. However, the American Association of School Administrators (1971:40) disclosed:

> In a new area of school administration, there is a need to re-examine certification requirements. It is useful to raise the question, Do all the specialists on the administrative team have to hold certificates heavily laden with educational course material?

The persons responsible for curriculum improvement have been given several titles. Dean (1965:5) remarked, "this is due in part to the fact that the position has not been recognized by the Texas Education Agency." Fensch and Wilson (1964:136) stipulated that certification for the position be as either a superintendent or assistant superintendent. The American Association of School Administrators (1971:50) provided information regarding a program of study:

> The assistant superintendent for instruction may study in the area of curriculum development and supervision, but there are few, if any, formal programs specifically designed for his development.

In order for the assistant superintendent of instruction to cope with the position, Neagley and Evans (1970:93) maintained teacher certification was sufficient preparation provided there was a broad educational background.

The lack of uniformity among various school districts discloses the need for standardization of certification requirements. However, Burnham and King (1961:31) stated, "through studies of roles and written job descriptions, effort is being made to clarify the roles of various supervisory personnel." Salmon (1977:2) addressed effective team management in an article published on the administrative team: "An effective administrative team includes the superintendent and the certified and uncertified management staff at both district and building levels."

Major Area of Work

The central office staff, acting in a consultant capacity, performs many additional tasks. Burnham and King (1961:37) indicated that two important tasks were as follows: (1) facilitating the flow of information among the various parts of the organization and (2) incorporating the professional staff into a combined effort for the organizational efficiency of the school. The responsibilities and duties of the assistant superintendent of instruction may be grouped as follows, according to Neagley and Evans (1965:77): (1) those relative to the instructional program, (2) those connected with staff leadership and professional growth, and (3) those relative to the obtaining of instructional materials, resources, and special services. They continued by stressing development, coordination, and improvement of the instructional program as the most important task of the assistant superintendent of instruction.

The American Association of School Administrators (1971:50) said:

> The function of the assistant superintendent for instruction may be classified into three main categories: (a) instructional services, (b) curriculum development, and (c) staff development.

Stability of the Position

According to Chandler (1955:579), the assistant superintendent usually serves at the pleasure of the superintendent. The author also indicated that little data exists on administrative tenure. However, the position was considered to be somewhat more stable than the superintendency in most school systems. The American Association of School Administrators (1971:55) described the stability of the position by revealing the position as a stepping stone to the superintendency. The report specified that the most effective assistant superintendents were those who found the most satisfaction in their work. Carter (1969:30) stated, "more than one-half of the assistant superintendents have tenure status either as administrators or as teachers." Many educators view the assistant superintendent of instruction as a fairly permanent position. Abbott (1965:34) revealed, "the medium number of years was between five and nine years." In support of these results, Calvin, Greeder, and Everett (1961:237) disclosed:

> Sixty percent of those reporting had some type of tenure. This is a very significant number in view of the fact that over the nation at large relatively few superintendents themselves have tenure.

Time Spent on Areas of Responsibility

Franseth (1961:100) has reported that some of the instructional leader's time is spent on assisting principals and teachers directly. He also disclosed that in a larger district more time was devoted to the coordination and improvement of the supervisory services of the district. Neagley and Evans (1970:90-91) pointed out areas of responsibility that would occupy a variable percentage of the assistant superintendent of instruction's time were: (1) instructional services, (2) staff leadership, and (3) instructional materials.

An extensive report on the areas of responsibility for the assistant superintendent of instruction was given by Fensch and Wilson (1964:137-159). The writers indicated that most of the instructional leader's time would be devoted to supervision, instruction, curriculum development, in-service functions, evaluation, textbooks, guidance services, and budgeting.

Administrative Duties

In smaller districts of fewer than one thousand students, the chief administrator and principals will usually be responsible for the total instructional program. School districts which have one thousand to six thousand pupils generally have an assistant superintendent of instruction devoting time to supervisory duties and other responsibilities involved in the coordination of the program. Neagley and Evans (1965:11) revealed that the larger systems are those having at least six thousand pupils and that the assistant superintendent of instruction is administrator of the instructional program. The authors indicated:

> The roles of the chief school official in the improvement of instruction and in curriculum development may be quite different in the small districts from the roles engaged in by this official in the two categories of districts. In small school districts, the superintendent must either personally perform all of the appropriate district-wide duties carried on in the intermediate and larger size

districts by the assistant superintendent for instruction and the coordinators, or he must assign them to the principal.

Bruce (1962:46) remarked, "the assistant superintendent's job will vary from school system to school system." He also indicated that the designated duties be reviewed every two years to keep the total work in balance.

According to Fensch and Wilson (1964:159-160), "the responsibilities of the assistant superintendent in charge of instruction are so extensive as to make delimitation for a job description extremely difficult." These authors continued by saying:

> He must prepare the teaching staff for supervision and the appropriate evaluation; he must take the lead in curriculum development; he schedules and leads the in-service education program, he keeps a supervisory eye on the extra-curricular activities in the system, the adult education program, the audio-visual section, the curriculum laboratory, and the professional library, and he starts committees on the study of textbooks for selection, as well as approving supplies and equipment needed in the classroom. Special education classes are a customary responsibility. If the guidance services are not assigned to his department, he should maintain close liaison with those specialists.

Federal Programs

The Elementary and Secondary Education Act has emphasized the role of the assistant superintendent. The American Association of School Administrators (1971:52) mentioned the increased leader is often called upon to prepare requests for federal programs. Papi[illegible] related, "he faces problems in the matter of what materials and equ[illegible] for funding under the law."

Cawelti (1974:18) in a recent survey indicated central office personnel had the most influence in the decision of how Title I funds were spent. In a similar study, Patterson and Hansen (1975:128) stated that central administration had the least influence concerning the spending of federal funds.

Evaluation of Personnel

The evaluation of the instructional program was the number one duty of the assistant superintendent of instruction, according to Benford (1969:80). The study also indicated that the evaluation of personnel was ranked number sixteen in importance by respondents.

In a similar investigation, White (1971:203) presented evidence that the evaluation of personnel was ranked most important by three respondent groups. Weir (1959:195) verified evaluation and development as being two duties which consumed the most time.

The leadership responsibility of the curriculum supervisor involves several duties. Babcock (1965:61) stipulated in a partial listing that the following duties had been addressed repeatedly in the literature: "re-evaluating and revising content, methods, and materials." Hefferman and Bishop (1965:83) indicated that evaluation of personnel was an appropriate duty for the assistant superintendent of the educational program. The American Association for Curriculum Development (1960:118) explained the leadership role as one of evaluation of personnel.

In-Service Activities

A report by the American Association of School Administrators (1971:52-53) maintained, "the assistant superintendent has the responsibility to help define the nature of in-service programs." In support of this statement, Benford (1969) and Weir (1959) confirmed the importance of in-service duties for the position. Carswell

and Campbell (1935:495) reported the instructional leader should assume responsibility for organizing in-service education for teachers.

Using a different population to review the role of the curriculum director, Kirk (1954) stated the importance of in-service duties for the position. In this study, he also addressed the importance of the curriculum director in all areas of professional improvement.

Neagley and Evans (1970:90) wrote,

> In carrying out all of his responsibilities, he works with the superintendent to assume responsibility for developing a comprehensive policy and program of in-service education for all professional staff members.

Adult Education

Neagley and Evans (1965:77) reported that developing a comprehensive adult education program is an important responsibility for the assistant superintendent of instruction. The American Association of School Administrators (1971:53) revealed, "one of the most exciting trends involving the assistant superintendent for instruction is expanding the classroom to include the community." The National Education Association (1961) mentioned adult education as the only categorical area of responsibility. Abbott (1965), in a study concerning the assistant superintendency in the United States, mentioned very little tendency toward the assignment of adult education duties by school districts.

Contrary to Abbott's findings, Fensch and Wilson (1964:155) concluded:

> The supervision of adult education classes may appropriately be assigned to the assistant superintendent in charge of instruction. This assignment is justified on the same basis of extra-curricular supervision. It is an instructional activity and should not be allowed to wander too far from the basic purposes of a public school enterprise.

"The administrator in charge of the adult education program should, of course, have special preparation and competence in that area," according to Morphet, Johns, and Reller (1967:402).

Personnel Guidance Services

Peters and Shertzer (1966:3) stated, "organized guidance in the schools has come to mean these functions, activities, and services which have as their goal assistance to the individual." According to Rutrough (1967:250), the supervisor of instruction performs the most effective personnel services in the areas of orientation, in-service education, morale, and personal adjustment and motivation.

Dell and others (1964:43) suggested the position should have the responsibility of helping to integrate guidance functions. The National Education Association (1961) reported results from a study that approximately 2 percent of the assistants surveyed revealed duties pertaining to pupil personnel or guidance. In addition, the research of Fensch and Wilson (1964:159) explained that the personnel guidance function is normally assigned to the assistant superintendent of instruction because of the relationship between guidance and instruction.

Textbooks

The development of the instructional program requires that many instructional services be provided for the teachers and students. The American Association of School Administrators (1971:50) related the assistant superintendent of instruction usually has the responsibility for selecting materials, textbooks, library books, and teaching aids.

Benford (1969:80) indicated that textbook selection ranked fifth in relation to other important duties. Substantiating Benford's findings, Neagley and Evans (1965:78) stated:

> The assistant superintendent in charge of instruction is responsible for the selection procurement, and distribution of textbooks, library books, and all categories of instructional supplies and equipment.

Health and Safety Programs

"The core of the health program is the curriculum," according to Stoops, Rafferty, and Johnson (1975:448). These authors also revealed, "unless those who are to carry on the program are convinced of its importance and advised as to its goals, little can be achieved." Further indication is given by the writer to the importance of the health and safety program by stipulating that the administrator most concerned should be responsible for the organization and development of the program. Griffiths and others (1962:152) addressed the topic by mentioning that the health and safety program was a function of administration.

The National Education Association (1961) revealed only one position from a survey of 935 assistant superintendents as being responsible for health and safety programs. However, Fensch and Wilson (1964:151) recommended the assistant superintendent of instruction take personal charge of the health and safety programs.

School Calendar

The assistant superintendent of instruction has many key responsibilities which involve planning and development. The American Association of School Administrators (1971:51) included the development of the school calendar as being a major responsibility for the position. Benford (1969:81) conducted a study which revealed that the assistant superintendent should assist in the development of the school calendar. Knezevich (1975:527) stressed the importance of the school calendar in relation to the instructional program when he said:

> How the school day should be divided into time periods and how much of the year a pupil should attend school are controversial issues that effect (sic) the instructional program.

Board Policy and Faculty Handbooks

In assuming the role of the instructional leader, the assistant superintendent must work directing the formation of policies and the philosophy of education. Dell and others (1964:428) believed these duties to be the responsibility of the curriculum director. Carswell and Campbell (1935:495) reported the assistant superintendent often assumes the responsibility for the preparation of bulletins and the supervision of materials to be printed.

Neagley and Evans (1965:78) indicated the following responsibilities in the area of publications: "To assume responsibility for the preparation, with the approval of the superintendent, of bulletins, brochures, and reports on the instructional program for distribution." Hefferman and Bishop (1965:93), reporting in the American Association for Curriculum Development (ASCD) yearbook, stated the necessity for policy determinations if a system is to work together for a unified purpose. The authors also revealed, "These practices tend to establish a clear line for personnel with little opportunity for inappropriate activities." The American Association of School Administrators (1971:54) stipulated the assistant superintendent must initiate the development of policies for instruction to be consistent with the direction of the school system.

Needs Assessment to Improve Instruction

There are many activities which facilitate the curriculum development program. Carswell and Campbell (1935:496) believed two important areas of responsibility for the position were as follows:

1. assembling materials from committees and supervising the reviewing and editing of these materials.
2. developing a plan for securing the effective use of courses of study as they are completed.

Dean (1965:19), expanding on Carswell's and Campbell's findings, stated:

> The responsibility of the curriculum director is to encourage schools to study the curriculum, to work with the individual schools in improving their program, and to stimulate and launch curriculum study.

In the American Association of School Administrators' (1971:51) report, the key responsibility of the assistant superintendent of instruction was recognized by the following:

> He not only must help to make decisions regarding curriculum, but also must make certain that evaluations are clearly developed simultaneously with the original plan for curriculum improvement. He does so by directly relating program objectives to evaluation procedures. This process helps produce needed data for future use as a basis for curriculum planning.

Instructional Facilities

The survey report of the American Association of School Administrators (1971:51) recommended:

> The assistant superintendent for instruction generally is responsible for the coordination of staff planning efforts that go into the development of educational specifications. Unless the learning opportunities to be housed in the new facility are definitely outlined, the architect is left without direction as to the type of building he is expected to plan. This important job responsibility requires many long hours of work with architects, staff specialists, and other administrators.

In surveying the needs of the school district to improve the instructional facilities, the assistant superintendent of instruction should, according to Griffiths and others (1962:204), lead the way in the study of community resources. The best approach indicated by the author was through the use of opinion polls and other survey devices. Knezevich (1975:497) stated, "his involvement in building, planning, and budgeting can contribute to the improvement of instruction." An article written by Papillion (1967:67) disclosed that the curriculum director must participate in the planning of additional instructional facilities to ensure proper housing for future curriculum development.

Liaison Between District and Institutions of Higher Learning

Benford (1969:80) indicated that the assistant superintendent's relationship with colleges and universities usually encompasses the supervision of student teacher programs. Neagley and Evans (1965:79) stated the position was, "responsible for the identification and use of community, county, state, and national agencies and resources for the improvement of the instructional program."

Many school systems have established cooperative in-service relationships with nearby universities. The American Association of School Administrators (1971:52)

supported this practice by stating: "Instructional services cannot be effective, nor can curriculum be improved, unless teachers are provided with some means to acquire and update competencies, skills and knowledge." Knezevich (1975:449), in addressing the problem of continuing professional development, remarked, "workshops organized and sponsored by school systems or universities are the most common types of professional growth activities."

Represents the School in the Absence of the Superintendent

The American Association of School Administrators (1971:56) revealed that the assistant superintendent of instruction was usually specified as second in command. The report also mentioned that, in spite of other administrative personnel, the assistant superintendent was the one called on most often to represent the superintendent.

The performance of the assistant superintendent in the absence of the superintendent was given additional significance by Bruce (1962:46) when he stated:

> Even more important are questions concerning the capability of the man to take over the responsibilities of his chief in case the later is incapacitated for a considerable period of time.

Secures Funds for Instructional Materials

The work of the assistant superintendent has certain executive functions. Weir (1959) recognized budgeting and finance as one of the main functions. Griffiths and others (1962:204) in addressing the subject of funds relative to the position, mentioned that the assistant superintendent should prepare the budget for his department. Marchak (1970:119) listed approximately seventeen items concerning the responsibilities of the supervisor of instruction. One of these items was administration of the budget for instructional materials. The American Association of School Administrators (1971:51) included the preparation of budgets for instructional materials as one of the responsibilities of the assistant superintendent.

Summary

Review of the literature has indicated that the qualification most desired by superintendents for the position of assistant superintendent of instruction varies and escapes precise definition. Therefore, the search did indicate there is no standardized profile for the position. There is an abundance of information available in the following areas: academic preparation, title, level of authority, and certification.

The literature acknowledges a variety of administrative duties attached to the position. In most cases, the assignment of duties was at the discretion of the public school superintendent. A few instances did confirm school board action in the area of role and function. The most frequently addressed administrative duties were: evaluation of personnel, in-service activities, and improvement of instruction. However, the other duties explored in this study were representative of the position.

The necessity for further exploration concerning the perceptions of superintendents toward the position of assistant superintendent of instruction is evidenced by the lack of an abundance of information pertaining to duties and qualifications. The inadequate role definition of the assistant superintendent of instruction as perceived by professional personnel can cause problems in the operation of the school system.

Chapter 3

Methodology

The purpose of this study was to determine how selected Texas public school superintendents perceived the position of assistant superintendent of instruction. The investigation of specific research questions helped determine the qualifications and duties necessary for the position in selected Texas public schools. A descriptive approach was employed to investigate the problem.

The question of how superintendents perceived the selected items pertaining to the assistant superintendent of instruction was investigated by their responses to the multiple choice questions in Part I, and the relative importance of each item on Part II from a five-point scale. The responses to each item were reported by percentages and the results displayed in tables for the purpose of data analysis and discussion.

Percentages were used to determine the perceptions of the superintendents regarding each item. All thirty-two questions were tested by this method.

This chapter considered four divisions of methodology: survey of the population, development of the instrument, design of the study, and the procedure.

Survey of the Population

The population studied consisted of 594 school districts contained in five separate scholastic groups as specified by the Texas Education Agency. Each group in the *Research Bulletin for 1974-75* contains a list of Texas school districts according to the number of scholastics.

A table of random numbers was used to select 50 percent of the superintendents from each of the five groups. The superintendents of the selected districts were mailed a questionnaire and letter explaining the purpose of the study. Ten days later, a follow-up letter was sent to non-respondents soliciting their participation in the survey. A total of 332 questionnaires was mailed before the 50 percent response was received in each of the five groups surveyed.

Development of the Instrument

The survey instrument was developed through two methods: (1) a review of the relevant literature and (2) validation by means of a committee. The instrument was structured on the results of these investigations.

Review of the Literature

The ideas of Fenson and Wilson (1964) were particularly helpful in designing the survey instrument. They provided information pertaining to the qualifications necessary for the position such as academic preparation and certification. Neagley and Evans (1970) contributed ideas in the area of specialization, experience, authority, and administrative duties. The comments of Benford (1969) and Marchak (1970) were also helpful because of the reinforcement their studies provided to the items surveyed.

Validation Committee

The validation committee revealed several weaknesses in the survey instrument which needed to be corrected. Revisions indicated were as follows: (1) specification of duties relevant to the position, (2) further clarification of the instructions on completing the instrument, and (3) clarification of the instrument by more concise wording. The comments of the committee who reviewed the instrument were very helpful in revising the questionnaire. The validation committee consisted of three

assistant superintendents of instruction, one former assistant superintendent of instruction, and two superintendents. The survey instrument was developed to ensure anonymity of each respondent to the questions.

Structure of the Instrument

The survey instrument was structured in two parts. Part I of the instrument consisted of eighteen questions designed to establish a distinct profile for the position. Part II of the instrument contained fourteen questions representative of the administrative duties performed by the assistant superintendent of instruction.

Design of the Instrument

Part I of the questionnaire was designed to establish a distinct profile for the position of assistant superintendent of instruction. The participants responded to the questions in Part I by indicating a single answer. Part II of the questionnaire evaluated the perceptions of Texas public school superintendents toward the importance of certain administrative duties for the position. The superintendents responded to each question in Part II by indicating either A, B, C, D, or E. The indication for the letters which composed the scale was as follows: *A* for the very important, *B* for fairly important, *C* for uncertain, *D* for little importance, and *E* for no importance.

Procedure

The initial step in administering the instrument was to determine which schools would participate in the study. This was accomplished by using the *Annual Statistical Report Research Analysis for 1974-75*. A copy of the questionnaire was mailed to 50 percent of the school districts in each of the five scholastic groups. This consisted of 23 from Group II with 10,000 to 49,000 scholastics, 18 from Group III with 5,000 to 9,999 scholastics, 97 from Group IV with 1,500 to 4,999 scholastics, 50 from Group V with 1,000 to 1,499 scholastics, and 108 from Group VI with 500 to 999 scholastics. This gave a total sample size of 297 participants. A total of 332 questionnaires was mailed before the specified 50 percent was received in each of the five groups.

A cover letter was included with the questionnaire explaining the importance of the study. Each superintendent was invited to participate in the study by completing and returning the questionnaire. A follow-up letter was sent to non-respondents after a period of ten days had elapsed from the date of the first mailing. The information gathered by the survey instrument was transferred to IBM computer cards for the purpose of data analysis.

Analysis of Data

A percentage analysis was calculated for each item for the responses indicated by each superintendent. The data were then reported in table form and followed by a narrative analysis of the results.

Limitations

The sample subjects were chosen from superintendents employed in schools throughout the state. Approximately 17 percent of the subjects were members of the East Texas School Study Council. Texas public schools with an ADA of over 49,999 and below 500 were not included in this study.

Chapter 4

Presentation of the Data

The purpose of this study was to determine the perceptions of selected Texas public school superintendents toward the position of assistant superintendent of instruction. In order to achieve this objective, thirty-two research questions to be answered were formulated. A total of 332 questionnaires was mailed to public school superintendents in Texas to assure the 50 percent response in each of the five groups surveyed. These groups include: Group II (ADA of 10,000 to 49,999), Group III (ADA of 5,000 to 9,999), Group IV (ADA of 1,500 to 4,999), Group V (ADA of 1,000 to 1,499), and Group VI (ADA of 500 to 999). Usable responses were received from 23 superintendents in Group II, 19 in Group III, 97 in Group IV, 50 in Group V, and 108 in Group VI. Data from the responses and the research questions to be answered are presented in the paragraphs which follow.

The thirty-two research questions surveyed revealed that the superintendents gave greater emphasis to the following research questions. Additional information pertaining to all of the areas researched is contained in the summary of this chapter.

Field of Specialization

Research question 1 was stated as follows: What field of specialization would be best for the assistant superintendent of instruction? Detailed data pertaining to this research appear in Table 1.

A total of 104 superintendents (35.02 percent) responded that they desired the assistant superintendent of instruction to specialize in the field of educational administration. There were 190 superintendents (63.97 percent) who indicated curriculum and supervision as a preferred specialization field. Only 1 superintendent (0.34 percent) indicated special education, and only 2 (0.67 percent) specified vocational education as a preferred field of specialization for the assistant superintendent of instruction. A majority of the schools surveyed favored curriculum and supervision as a specialty for the assistant superintendent of instruction to have.

Administrative Experience

Research question 2 was stated as follows: How many years of public school administration experience would be best for the assistant superintendent of instruction? Detailed data pertaining to this research question may be found in Table 2.

There were 100 superintendents (33.67 percent) who favored 1 to 5 years public school administration experience for the assistant superintendent of instruction. On the other hand, 150 superintendents (50.51 percent) indicated 6 to 10 years experience as a prerequisite for the position. A small group of 47 superintendents (15.82 percent) preferred over 10 years of public school administration experience for the assistant superintendent of instruction.

The respondents seemed to favor 6 to 10 years of public school administrative experience for the assistant superintendent of instruction. While more large districts than small districts desired that the candidate for the position have over 10 years administrative experience in the public schools, almost a majority of the small districts indicated that 1 to 5 years of public school administrative experience was adequate for the position.

Teaching Experience

Research question 3 was stated as follows: How many years of classroom teaching experience should the assistant superintendent of instruction have for employment? Details pertaining to this research question are listed in Table 3.

In response, 81 superintendents (27.27 percent) reported a preference for 1 to 5 years classroom teaching experience for the assistant superintendent of instruction. There were 172 superintendents (57.91 percent) who indicated that 6 to 10 years experience was best for the position. However, 44 superintendents (14.81 percent) stipulated that they favored over 10 years of classroom teaching experience for the assistant superintendent of instruction. The participating superintendents strongly preferred 6 to 10 years of classroom teaching experience with the small districts having little preference for over 10 years of classroom teaching experience for the assistant superintendent of instruction.

Academic Degree

Research question 4 was stated as follows: What academic degree is best for the assistant superintendent of instruction? The data pertaining to this research question appear in Table 4.

A total of 163 superintendents (54.88 percent) revealed that they preferred the master's degree for the assistant superintendent of instruction. A smaller group of 105 superintendents (35.35 percent) indicated a master's degree plus thirty hours of academic preparation for the position. On the other hand, 29 superintendents (9.76 percent) desired the doctoral degree for the assistant superintendent of instruction. The master's degree was favored by most superintendents; however, the largest districts were in favor of the doctoral degree as being the best academic degree for the position.

Title for the Position

Research question 5 was stated as follows: What is the most appropriate title for the assistant superintendent of instruction? Details pertaining to this research are outlined in Table 5.

There were 217 superintendents (73.06 percent) who indicated a preference for the title Assistant Superintendent of Instruction. Other responses from the participants revealed that 61 superintendents (20.54 percent) believed the title for the position should be Director of Instruction. Only 4 superintendents (1.35 percent) favored the title for the assistant superintendent of instruction being Supervisor of Instruction. There were 15 superintendents (5.05 percent) who desired that the assistant superintendent of instruction be designated by other titles.

Most of the superintendents preferred that the assistant superintendent be titled Assistant Superintendent of Instruction. The superintendents from the smaller districts were more in favor of the position being titled Director of Instruction than were the superintendents from the larger districts.

Age Range

Research question 6 was stated as follows: What is the best age range for the assistant superintendent of instruction? Detailed data pertaining to this research appear in Table 6.

In reply, 43 superintendents (14.48 percent) indicated that they preferred the assistant superintendent of instruction be between the ages of 21 and 35. There

were 187 superintendents (62.96 percent) who favored the applicant be between 36 and 55 years of age. Only one superintendent (0.34 percent) stipulated that the assistant superintendent of instruction be 56 to 65 years of age. Taking another viewpoint, 66 superintendents (22.22 percent) reported the issue of age as not important.

The 35 to 55 age range received the strongest support from the superintendents. The large school districts had very little preference for the 21 to 35 age range. There was only one respondent that desired the assistant superintendent of instruction be from the 56 to 65 age range.

Major Area of Work

Research question 9 was stated as follows: What is the major area of work for the assistant superintendent of instruction? Detailed data pertaining to this research may be found in Table 9.

One hundred and fifty-eight superintendents (58.20 percent) considered instructional services to be the major area of work for the assistant superintendent of instruction. Curriculum development was another area that 104 superintendents (35.02 percent) favored as the major area of work. A smaller number of 35 superintendents (11.78 percent) indicated staff development to be the preferred area of work for the assistant superintendent of instruction. Most of the superintendents indicated a preference for instructional services, but the smaller districts believed that the assistant superintendent of instruction should perform in the area of staff development.

Needs Assessment Program

Research question 28 was stated as follows: How important is it for the assistant superintendent of instruction to direct the instructional needs assessment program for the school district? Specific data concerning the research question appear in Table 28.

One hundred and ninety superintendents (63.97 percent) considered the direction of the needs assessment program a very important task for the assistant superintendent of instruction. Those believing the duty to be fairly important to the position numbered 92 superintendents (30.98 percent). There were 8 superintendents (2.69 percent) who were uncertain about the assistant superintendent of instruction performing the needs assessment survey to improve instruction in the school district. Of all the schools surveyed, 3 superintendents (1.01 percent) viewed the needs assessment task as having little importance for the assistant superintendent of instruction. Only 4 superintendents (1.35 percent) felt the duty had no importance.

Improvement of Instructional Facilities

Research question 29 was stated as follows: How important is it for the assistant superintendent of instruction to direct the improvement of instructional facilities? Research data may be obtained from Table 29.

A total of 120 superintendents (40.40 percent) considered the surveying of needs to improve instructional facilities to be a very important task for the assistant superintendent of instruction. One hundred and thirty-two (44.44 percent) responded to the duty as being fairly important to the position. There were 23 superintendents (7.74 percent) who viewed the process of improving instructional facilities by the assistant superintendent of instruction as uncertain. A slightly

smaller number of 22 superintendents (7.41 percent) believed the administrative duty to be of little importance. There were no responses in the category for no importance.

A large majority of the superintendents agreed that a needs assessment program for instructional improvement was most important for the assistant superintendent of instruction. Eighty-five percent of the superintendents rated the improvement of instructional facilities a most important or fairly important duty.

Funds for Instructional Services

Research question 32 was stated as follows: How important is it for the assistant superintendent of instruction to secure funds for instructional services? Research data may be obtained from Table 32.

The securing of funds for instructional materials by the assistant superintendent of instruction was considered to be very important by a total of 51 superintendents (17.71 percent). One hundred and fifty superintendents were in favor of the assistant superintendent of instruction securing funds for instructional materials, and they felt that the duty was fairly important. There were 44 superintendents (14.81 percent) who were uncertain about the importance of the task. Thirty eight superintendents (12.79 percent) thought the securing of materials by the assistant superintendent of instruction was a task of little importance. Only 14 superintendents (4.71 percent) indicated that the duty was of no importance.

Over 50 percent of the superintendents viewed the securing of funds for instructional materials as being a fairly important administrative duty for the assistant superintendent of instruction. The smaller schools were the strongest respondents in this category.

Data Summary

The selected Texas public school superintendents did establish a profile for the assistant superintendent of instruction. According to the superintendents, there were several items which best described the importance of the administrative duties performed.

A majority of the schools favored curriculum and supervision as a specialty for the position; however, approximately one third of the school districts preferred educational administration. There was a definite preference among the superintendents responding to the survey that the assistant superintendent of instruction have six to ten years of public school administrative experience prior to assuming the position. The superintendents failed to support over ten years of public school administrative experience for the position. The participating superintendents strongly preferred six to ten years of classroom teaching experience for the position. The master's degree was favored by most superintendents with the larger districts indicating a preference for the doctoral degree. Most of the superintendents preferred that the assistant superintendent be titled Assistant Superintendent of Instruction. In the area of age requirements, the superintendents strongly supported the thirty-six to fifty-five age range as being best for the assistant superintendent of instruction. However, the districts were almost equally divided concerning a preference for line or staff authority. A large percentage of the superintendents indicated that the Administrator's Certificate was sufficient for the position, although the smaller districts showed only a slight preference for both the Administrator's and Supervisor's Certificates. The superintendents also indicated that the assistant superintendent of instruction functions best in the area of instruc-

tional services with 50 percent of the time being spent on curriculum. The superintendents also specified that the assistant superintendent of instruction was a permanent position in a majority of their school districts.

The administrative duties that were evaluated by the participating superintendents did tend to establish their importance for the position. There were several items which were rated as being very important or vital to the operation of the office. They were as follows: coordinates in-service activities, directs needs assessment to improve instruction, and surveys needs to improve instructional facilities. There were nine administrative duties which were rated as fairly important, and they were as follows: coordinates federal programs, evaluates personnel, directs personnel guidance services, coordinates development of board policy and faculty handbooks, acts as liaison between district and colleges and universities, represents the school in the absence of the superintendent, and secures funds for instructional materials. There were only two administrative duties, coordinates adult education program and directs development of school calendar, which were considered to be of little or no importance to the position.

The larger districts placed more importance on in-service activities than the smaller districts. One administrative duty, coordinates federal programs, was viewed with more importance by the smaller districts. The smaller districts placed greater emphasis on representation by the assistant superintendent of instruction in the absence of the superintendent than the larger districts. The smallest districts also placed more emphasis on the development of the school calendar by the assistant superintendent of instruction than the superintendents from the largest districts. The superintendents representing the smallest districts also placed more importance on adult programs being a duty for the assistant superintendent of instruction than did superintendents from the largest districts.

Chapter 5

Summary, Conclusions, and Recommendations

This chapter consists of four sections. They are as follows: (1) summary of the study, (2) findings and conclusions, (3) recommendations, and (4) recommendations for further study.

Summary of the Study

The purpose of this study was to develop a comprehensive and realistic profile of the assistant superintendent of instruction in certain Texas school systems and also to determine the preferences of selected Texas public school superintendents toward the importance of certain duties performed within the position. The literature reviewed seemed to indicate that the assistant superintendent of instruction is one of the most influential persons in determining the quality of the instructional programs in the public school system.

This study was limited to 50 percent of the Texas public school superintendents in various school districts which were grouped according to their A DA. The results obtained from the questionnaires were treated collectively, and the data were tabulated for presentation in table form.

Findings and Conclusions

The findings and conclusions in this study are presented in two parts. The first part consists of findings and conclusions regarding a profile for the assistant superintendent of instruction as perceived by superintendents. Part two presents findings and conclusions pertaining to the importance of selected administrative duties relative to the position of assistant superintendent of instruction.

Profile for the Position

The findings and conclusions regarding the perceptions of the superintendents toward the position are presented below. These findings and conclusions represent the results of the survey concerning a comprehensive profile for the assistant superintendent of instruction.

Findings. The findings are:

1. A majority (63.97 percent) of the superintendents preferred that the assistant superintendent of instruction specialize in the field of curriculum and supervision. The only other area of specialization receiving a strong response was the field of educational administration.
2. The superintendents indicated a slight preference (50.51 percent) for six to ten years experience as a public school administrator. However, 1/3 of the superintendents favored from one to five years of experience.
3. A majority (57.91 percent) of the superintendents were in favor of the assistant superintendent of instruction having six to ten years classroom teaching experience. The respondents indicated very little preference for less than six or more than ten years of experience.
4. A majority (54.88 percent) preferred the master's degree for the assistant superintendent of instruction; however, one third of the superintendents did favor the master's degree with thirty additional hours. Nearly 10 percent of the larger districts desired the doctoral degree for the assistant superintendent of instruction.

5. A majority (73.06 percent) of the superintendents believed that the title for the position should be Assistant Superintendent of Instruction. However, slightly over 1/4 of the superintendents did prefer other titles.
6. The superintendents overwhelmingly preferred the thirty-six to fifty-five age group. There was little preference for the younger and older age groups surveyed in the study.
7. The survey established no general pattern regarding a distinct preference for line or staff authority by the superintendents.
8. Although there was some preference (49.83 percent) for the Administrator's Certificate, the superintendents did indicate support for both the Administrator's and Supervisor's Certificate for the assistant superintendent of instruction.
9. A majority (58.20 percent) of the superintendents favored instructional services as the major area of work for the assistant superintendent of instruction. Of those responding, over 1/3 preferred the area of staff development as a major area of work for the assistant superintendent of instruction.
10. A majority (64 31 percent) viewed the position of assistant superintendent of instruction as being permanent.
11. The superintendents preferred that 50 percent of the assistant superintendent of instruction's time be spent in the area of curriculum and supervision. They also favored that 30 percent of the time be distributed in the area of textbooks, personnel guidance, public relations, and budgeting. The remaining 20 percent of time was for federal programs.

Conclusions. The conclusions are:

1. The fields of curriculum and supervision were preferred over educational administration as an academic background for the assistant superintendent of instruction; therefore, one might conclude that superintendents perceive the courses in curriculum and supervision to be the best preparation for the position.
2. The superintendents appeared to believe that six to ten years of public school administrative experience and six to ten years of classroom teaching experience were necessary for the assistant superintendent of instruction, since it takes at least this amount of time to gain an understanding of public school administration and classroom teaching.
3. The superintendents appeared to agree that the master's degree was sufficient training for the assistant superintendent of instruction. However, the larger districts did tend to favor additional degrees. From statements in the literature, it could be concluded that a master's degree would be best for districts below fifty thousand ADA and a doctoral degree for those school districts above one hundred thousand ADA.
4. The respondents appeared to show a strong preference for the title of the position being Assistant Superintendent of Instruction. The superintendents specified this title because of the supervisory duties and instructional services associated with the position.
5. Texas superintendents viewed the ideal age for the assistant superintendent of instruction being between thirty-five and fifty-five years of age. This age range would then enable the district to look forward to several years of service from the assistant superintendent of instruction.
6. The responses of the superintendents were about equally divided between line and staff authority for the assistant superintendent of instruction. From these responses, it can be concluded that the division of the superintendents was influenced by the size and philosophy of the school district.

7. The required Administrator's Certificate appeared to be sufficient for the assistant superintendent of instruction, because the Administrator's Certificate does provide sufficient preparation for a broad educational background.
8. The superintendents appeared to support the area of instructional services as being the major area of work for the assistant superintendent of instruction. The superintendents responded in this manner because most of the work for the office is done in the areas of instructional improvement, curriculum development, and staff development. These areas were also strongly supported in the literature.
9. The superintendents appeared to consider the office of assistant superintendent of instruction as being a stable and permanent position. Based on this finding, it can be concluded that the individual who occupies the number two position is not usually held responsible for the success or failure of the instructional program; therefore, the assistant superintendent of instruction enjoys a greater degree of tenure than the superintendent.
10. According to selected Texas superintendents, it appeared that most of the assistant superintendent of instruction's time should be spent in the area of curriculum and supervision with the remaining amount of time being spent in other designated areas. This distribution of time is important for the position since most of the administrative duties do parallel the coordination of instructional and supervisory services for the school district.

Administrative Duties

The findings and conclusions regarding the perceptions of the superintendents toward the assistant superintendent of instruction are presented below These findings and conclusions represent the results of the survey concerning the importance of certain administrative duties for the position.

Findings. The findings are:

1. A majority (71.05 percent) of the superintendents considered the evaluation of personnel to be an important duty for the assistant superintendent of instruction.
2. A majority (86.53 percent) of the superintendents favored the coordination of in-service activities as being an important responsibility for the assistant superintendent of instruction.
3. The direction of personnel guidance services was deemed as an important duty by a majority (53.53 percent) of the participating superintendents.
4. A majority (60.27 percent) of the superintendents viewed the coordination of textbook services as being an important duty for the assistant superintendent of instruction.
5. A majority (63.97 percent) of the superintendents preferred that the assistant superintendent of instruction direct the needs assessment program to improve instruction.
6. A vast majority (84.84 percent) of the superintendents stressed the importance of accumulating information for the improvement of instructional facilities.
7. The importance of maintaining a liaison between the district and colleges or universities was indicated by a majority (54.54 percent) of the respondents.
8. A majority (73.06 percent) of the superintendents indicated that it was important for the assistant superintendent of instruction to represent the school in the absence of the superintendent.
9. The process of securing funds for the instructional program was considered important by two-thirds of the superintendents.

Conclusions. The conclusions are:

1. The evaluation of personnel appeared to be an important duty that was indicated by the superintendents, because the evaluation process is essential to instructional improvement. The findings also represented the fact that most superintendents find that a system of verified evaluation is necessary for proper personnel action.
2. Since the assistant superintendent of instruction has a specialized knowledge that enables him to develop a comprehensive program of in-service education, the in-service program was an important duty that was supported by the superintendents.
3. Due to the relationship between guidance and instruction, personnel guidance services are regarded as an important duty for the assistant superintendent of instruction by Texas superintendents.
4. The coordination of the textbook program appeared to be important among Texas superintendents, because an effective instructional program requires that one person be responsible for the selection, procurement, and distribution of textbooks.
5. The superintendents perceived that the needs assessment program to improve instruction was an important duty for the assistant superintendent of instruction. Therefore, the assistant superintendent of instruction must make certain that evaluations are clearly developed and that they directly relate to the program objectives for instructional improvement.
6. The superintendents rated the improvement of instructional facilities to be an important duty for the assistant superintendent of instruction because his involvement in the building process will contribute to the improvement of the instructional program.
7. Due to the changing public school curriculum and accreditation standards, it is important that the school district provide a liaison between colleges and universities. This relationship will contribute to the professional growth of the district and will also provide an avenue for innovative instructional material.
8. According to the results of this study and the reviewed literature, the assistant superintendent of instruction is usually specified as number two in command because of his training, responsibilities, and capability. For these reasons, it is important that the assistant superintendent of instruction represent the school in the absence of the superintendent.
9. If the assistant superintendent of instruction is to plan an effective instructional program, he must know what finances are at his command. The securing of funds for instructional materials also provides executive status to the position.

Recommendations

The following recommendations are made as a result of this study:

1. The review of the literature and the results of this study have stressed an absence of any particular course of study pertaining to the preparation of the assistant superintendent of instruction for a successful career; therefore, it is recommended that a specific curriculum be designed to prepare the assistant superintendent of instruction for the position. The specific curriculum should include courses in the following areas: educational administration, curriculum development, supervision, human development, community relations, special education, vocational education, and adult education.

2. A prerequisite for the assistant superintendent of instruction to assuming the position should be at least six years of public school administrative experience coupled with at least six years of classroom teaching experience. The assistant superintendent of instruction after six years of administrative experience and six years of classroom teaching experience should have gained an understanding of the educational process.
3. Prior to becoming an assistant superintendent of instruction, the candidate should obtain at least thirty hours above the master's degree in the field of either curriculum, supervision, or educational administration.
4. It is recommended that the superintendents and boards of education recognize the worth of an individual regardless of age. The worth of an individual can be determined by virtue of his experience, academic preparation, and desire for community service.
5. According to the literature and the results of this study, the assistant superintendent of instruction can function in either a line or staff capacity. However, the administrative duties described in this study would be served best by the assistant superintendent of instruction functioning in a line relationship. Line authority is recommended because most of the duties require that the assistant superintendent of instruction have the authority necessary to carry out his responsibilities, and he should be recognized as head of the instructional team.
6. Since the administrative certificate is usually required by the State, it is recommended that the school district require thirty hours above the master's degree in the areas of curriculum and supervision or a Supervisor's Certificate.
7. The results of this study indicated that the participating superintendents preferred that the assistant superintendent of instruction spend a majority of his time working in the areas of curriculum and supervision. Therefore, it is recommended that the duties of the assistant superintendent be primarily in these areas.
8. The duties for the position did vary in importance in the school districts; therefore, it is recommended that the results of this study, pertaining to the profile and administrative duties, be utilized to construct a uniform job description that would serve to establish the position of assistant superintendent of instruction. This job description might follow the following outline: a. Job Title, b. Major Functions and Responsibilities, c. Key Duties, d. Staff Relationships, and e. Qualifications.

Recommendations for Further Study

The following recommendations for further study are the results of questions raised during the investigation and completion of this research project:

1. A study should be undertaken to determine the organization and operation of the central office in large districts above one hundred thousand ADA.
2. A study should be conducted to determine the role and function of the various assistant superintendents who compose the administrative team. The study of this relationship should include the assistant superintendents of business, personnel, pupil personnel, and guidance services.
3. A study should be conducted throughout the Southwestern region of the United States pertaining to role and function of the assistant superintendent of instruction.

4. A study should be undertaken to determine how principals and teachers perceive the assistant superintendent of instruction as an instructional leader.
5. A statewide study should be conducted to determine how superintendents of instruction rank their administrative duties and the importance they attach to these duties.

Table 1

What Field of Specialization Would Be Best for the Assistant Superintendent of Instruction?

Groups	Field of Specialization								Totals	
	Educational Administration		Curriculum and Supervision		Special Education		Vocational Education			
	#	%	#	%	#	%	#	%	#	%
II ADA= 10,000 to 49,999	8	34.78	15	65.22	0	0.00	0	0.00	23	100.00
III ADA= 5,000 to 9,999	8	42.11	11	57.89	0	0.00	0	0.00	19	100.00
IV ADA= 1,500 to 4,999	38	39.18	58	59.79	1	1.03	0	0.00	97	100.00
V ADA= 1,000 to 1,499	10	20.00	40	80.00	0	0.00	0	0.00	50	100.00
VI ADA= 500 to 999	40	37.04	66	61.11	0	0.00	2	1.85	108	100.00
Totals	104	35.02	190	63.97	1	0.34	2	0.67	297	100.00

Table 28

How Important Is it for the Assistant Superintendent of Instruction to Direct the Instructional Needs Assessment Program for the School District?

Group	Needs Assessment to Improve Instruction										Totals	
	Very Important		Fairly Important		Uncertain		Little Importance		No Importance			
	#	%	#	%	#	%	#	%	#	%	#	%
II ADA= 10,000 to 49,999	18	78.26	5	21.74	0	0.00	0	0.00	0	0.00	23	100.00
III ADA= 5,000 to 9,999	14	73.68	3	15.79	0	0.00	1	5.26	1	5.26	19	100.00
IV ADA= 1,500 to 4,999	63	64.95	28	28.87	4	4.12	1	1.03	1	1.03	97	100.00
V ADA= 1,000 to 1,499	24	48.00	24	48.00	2	4.00	0	0.00	0	0.00	50	100.00
VI ADA= 500 to 999	71	65.74	32	29.63	2	1.85	1	0.93	2	1.85	108	100.00
Totals	190	63.97	92	30.98	8	2.69	3	1.01	4	1.35	297	100.00

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